
**ANNUAL PROGRAM
IMPROVEMENT GRANT
APPLICATION GUIDE:
*POSTSECONDARY INSTITUTIONS***

**Academic Year
2010-2011**

**Under the
Carl D. Perkins
Career and Technical Education
Improvement Act of 2006
(P.L. 109-270)**

Application is due July 20, 2010

Bureau of Career Development, Room 266
New Hampshire State Department of Education
21 South Fruit Street, Suite 20
Concord, New Hampshire 03301

May 2010

Statement of Nondiscrimination

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. This statement is a reflection of the Department of Education and refers to, but is not limited to, the provisions of the following laws:

Title IV, VI, and VII of the Civil Rights Act of 1964 – race, color, national origin
The Age Discrimination in Employment Act of 1967
The Age Discrimination Act of 1975
Title IX of the Education Amendments of 1972 (Title IX) - sex
Section 504 of the Rehabilitation Act of 1973 (Section 504) - disability
The Americans with Disabilities Act of 1990 (ADA) - disability
NH Law against discrimination (RSA 354-A)

The following individual has been designated to handle inquiries regarding the nondiscrimination policies and laws above except Section 504:

Brenda Cochrane
ADA/Title IX Coordinator
NH Department of Education
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3743

Inquiries regarding Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and/or Title II of the ADA also, or instead, may be directed to:

U.S. Department of Education
Office for Civil Rights
33 Arch Street, Suite 900
Boston, MA 02110-1491
(617) 289-0111
TDD 877-521-2172

Additionally, inquiries may be directed to:

N.H. Commission for Human Rights
2 Chenell Drive
Concord, NH 03301-8501
(603) 271-2767

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INTRODUCTION

Annual Application. This Guide provides information needed to complete an application for one year of Perkins funding for postsecondary career and technical education *program improvement*. Applicants must provide information on program improvement initiatives to be funded during the coming year and on the budget to fund these initiatives.

Annual Accountabilities. The initiatives to be funded with annual Perkins grants must align with the State Five-Year Plan, including accountabilities on six performance indicators, and with any local goals. The application will address Year Two of the five-year planning period, with the current application covering the 2010-11 Academic Year. The initiatives to be funded this third year will be approved if they advance the State Five-Year Plan.

In subsequent years, initiatives must also be performance based, including statutory accountabilities on six performance indicators. Accountability for performance during these subsequent years will only apply to the consortium of postsecondary institutions that has formed in New Hampshire. Accountability will not extend to the individual institutions within this consortium or their programs.

Staff from the New Hampshire Department of Education, Career Development Bureau, will be available to assist in developing the annual application.

Definitions of Terms Used

Activities: Particular actions that comprise an initiative. Activities include those listed in Sec. 135.

Administration: Institutions applying for funds under Title I, Section 132 may use up to 5% for administrative purposes (including indirect costs) associated with the administration of activities assisted under this title. The balance of funds is to be used to address required and permissible activities.

Allocation Dollar Amounts: Estimated allocation amounts will be available in April 2010. The anticipated release date of firm allocation dollar amounts is September 15, 2010.

Eligible Agency: The agency responsible for the administration of career and technical education in the State, which in New Hampshire is the Department of Education (see Sec. 3(12)).

Eligible Recipient: An institution (see Sec. 3(13)) or consortium of institutions eligible to receive postsecondary assistance under Sec. 132.

CPPOS (Career Pathway Plan of Study): A state-approved plan for CTE students that identifies a recommended sequence of instruction from secondary through postsecondary levels that leads to high-wage, high-skill, or high-demand careers. The sequence includes recommendations for academic instruction. The plan is documented in a standardized format for students, their parents, and guidance counselors to use.

Initiative: A set of action steps that the postsecondary eligible recipient takes to improve CTE program(s). In order for an initiative to be approved for Perkins funding, the action steps planned for an initiative must be found in Sec. 135 of Perkins IV.

Planning Areas: Local Five-Year plans developed by postsecondary eligible recipients must address a minimum of 12 areas of activity that combine the statutory requirements contained in Sections 134 and 135 of Perkins IV. The Act requires that each local plan address contents of these two sections.

Postsecondary Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Postsecondary Concentrator: A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

FAUPL (Final Agreed-Upon Performance Levels): The term used to denote the performance goals for eligible recipients. The form used to record final state-federal agreed-upon performance goals. The goals are the outcome of federal-state negotiations.

INSTRUCTIONS

- I. Deadline: July 20, 2010
- II. Submit one (1) unbound original and one copy to:

Kim Runion
Education Consultant
Bureau of Career Development, Room 266
NH Department of Education
21 South Fruit Street, Suite 20
Concord, NH 03301
krunion@ed.state.nh.us
(603) 271-7977

Critical dates in the AY 2010-11 planning schedule are:

Task	Date
Release of the AY 2010-11 Application for Funding Guide	May 2010
Deadline for submitting the AY 2010-11 Application for Funding	July 20, 2010
Notification of approval status of AY 2010-11 Application for Funding	August 9, 2010
AY 2009-10 Grant End Date	August 15, 2010
AY 2010-11 Grant Start Date	August 16, 2010
AY 2010-11 Grant End Date	August 15, 2011

A complete application will include the following forms and sections, in the order shown below:

- ☐ Cover Page (see Attachment A)
- ☐ Nondiscrimination Statement (see Attachment B)
- ☐ Certifications and Assurances Form (see Attachment C)
- ☐ Active and Eligible Programs (see Attachment D)
- ☐ Planned Initiatives Format (see Attachment F)
- ☐ Initiatives and Detailed Budget Format (See Attachment H)
- ☐ Budget Summary (see Attachment I)
- ☐ New Hampshire Office of Business Management (OBM) Form 1, September 2005 version
- ☐ Completed Application Checklist (See Attachment K)

Cover Page - provide information and signatures as indicated in Attachment A.

Nondiscrimination Statement of consortium members - provide statement as indicated in Attachment B.

Certifications and Assurances Form - provide information and signatures as indicated in Attachment C.

Active and Eligible Programs List – complete as instructed in Attachment D

Planned Initiatives, Attachments E and F:

Describe each initiative planned for AY 2010-11 under its corresponding planning area as listed in Attachment E.

As illustrated in Attachment F, the initiative descriptions must briefly describe the rationale for the initiative, including a) the need for the initiative and b) activities that the initiative will include. The same format should be used wherever applicants have identified additional initiatives beyond the planning areas.

The form for the Career Pathway Plan of Study (CPPOS) in Attachment G is provided to show what information is needed for the form and to point to the activities that are implied in developing a plan. The applicant is to use this form as a way to communicate details about a planned CPPOS, and include it in the application as an attachment.

Initiatives and Detailed Budget, Attachment H:

Use the format in Attachment H to draw clear links between the initiatives and uses of funds. For each field identified in the format, identify the following:

1. Planning Area: Provide the number and name as listed in the Planned Initiatives;
2. Initiative number: Provide the number and name as listed in the Planned Initiatives;
3. Programs Affected: Provide the names and CIP codes of programs to be affected by the initiative; if all programs are to be affected, enter “All Programs Affected”;
4. Specific Activities: Describe specific action steps involved in completing the initiative;
5. Detailed Budget: Provide the line-item information on each expenditure for the initiative, including the correct function and object codes;
6. Budget Notes: Provide the information necessary to justify each line item.

Note: Any indirect costs must be included as part of your 5% for administration.

Budget Summary, Attachment I:

List all proposed expenditures, by function and object code, to be funded out of the grant, following the example in Attachment I.

New Hampshire Office of Business Management (OBM) Form 1:

Complete the Form 1, following the requirements listed at the end of the Application Checklist.

Completed Application Checklist:

Provide page numbers as described in the instructions at the beginning of Attachment K.

ATTACHMENT A:
COVER PAGE FORMAT

COVER PAGE

Postsecondary Career and Technical Education

PROGRAM IMPROVEMENT GRANT APPLICATION

For Year Three of the Five-Year Plan

1. Applicant

2. Signature of Chief Administrative Officer

Date

3. Name of Project Manager

Title

Project Manager Address:

Telephone

E-mail Address

Submit one (1) original and one (1) copy by July 20, 2010 to:

Kim Runioin
Education Consultant
Bureau of Career Development
New Hampshire Department of Education
21 South Fruit St., Room 265
Concord, NH 03301
(603) 271-7977
krunionl@ed.state.nh.us

ATTACHMENT B:
NONDISCRIMINATION STATEMENT

NONDISCRIMINATION STATEMENT

Provide the nondiscrimination statement that is published by the institution(s). Recommended wording for nondiscrimination statement is provided below:

The [nameof institution] does not discriminate on the basis of race, color, religion, national/ethnic origin, age, sex, disability, sexual orientation or marital status. This statement is a reflection of the [name] School District/RA and refers to, but is not limited to, the provisions of the following laws:

Title VI and VII of the Civil Rights Act of 1964

The age Discrimination Act of 1967

Title IX of the Education Amendments Act of 1972

Section 504 of the Rehabilitation Act of 1973

The Americans with Disabilities Act of 1975

NH Law against Discrimination (RSA 354-A)

The Title IX Coordinator is: [enter name, address and telephone number]

The Section 504 Coordinator is: [enter name, address and telephone number]

Inquiries may also be directed to the:

- *US Department of Education, Office for Civil Rights, 33 Arch St. Suite 900 Boston MA 02110-1491 (617-289-0111);*
- *Equal Employment Opportunity Commission, JFK Federal Building, Room 475, Government Center, Boston MA 02201 (617-565-3200)*
- *NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301 (603-271-2767)*

ATTACHMENT C:
CERTIFICATIONS AND ASSURANCES FORM

CERTIFICATIONS AND ASSURANCES

Certificate of Responsibility:

I, _____
(Typed Name and Title of Chief Administrative Officer)

_____, hereby certify and assure that:
(Institution/Consortium)

1. The programs, services, and activities designated to be supported by funds through this application will be conducted in accordance with the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV), New Hampshire Statutes, and the New Hampshire Administrative Rules.
2. Policies, procedures, and activities described in this application will be carried out as described herein.
3. Supplemental funds granted to the agency under the provisions of Perkins IV will be used as stipulated in the attached application, and supporting documents and records of expenditures will be maintained for audit in accordance with the requirements of the New Hampshire State Department of Education, Office of Business Management.
4. Student, program, and performance data, information, and reports as may be reasonably required by the NH State Department of Education will be submitted as requested, and in a timely fashion.
5. All career and technical education programs offered by the eligible institution will conform to the definition of career and technical education stated in Sec. 3(5) of Perkins IV.
6. Equity committees are in existence at each campus and are charged with ensuring that equal educational access and success for students in special populations and inclusive of race and gender are looked at and any issues or needs for improvement are addressed.

I certify that all information contained in this application is true and correct.

(Signature, Chief Administrative Officer) _____
Date

Certificate of Institutional Advisory Committee:

I, _____ certify that the
(Typed name and title of Chief Administrative Officer/Consortium Chair)

Institutional Advisory Committee for _____ is operational and
(Name of Institution/Consortium)

that the Advisory Committee has had an opportunity to participate in development of the application for the postsecondary Program Improvement Grant. I further certify that the membership of this Committee includes representatives of the general public including at least one representative each of business, industry, and labor, and that the Committee has an appropriate representation of both sexes, as well as racial and ethnic minorities.

(Signature, Chief Administrative Officer/Consortium Chair)

ATTACHMENT D:
ACTIVE AND ELIGIBLE PROGRAMS

ACTIVE AND ELIGIBLE PROGRAMS

1. List the two-year technical (career) programs at the consortium member institutions that lead to a certificate or an associate degree.

<u>Program Title</u>	<u>CIP Code</u>
(a) _____	_____
(b) _____	_____
(c) _____	_____
(d) _____	_____
(e) _____	_____
(f) _____	_____
(g) _____	_____
(h) _____	_____
(i) _____	_____

2. Identify two technical (career) degree programs that will be aligned during the third year of the five-year plan using the CPPOS document (See Attachment G), that prepare students for high-skill, high-wage occupations. Chosen programs may link between
- secondary and postsecondary (associate/certificate) programs, and/or
 - postsecondary (associate/certificate) programs and four-year colleges.
3. Provide two copies of the consortium members' course catalog(s).

ATTACHMENT E:
PLANNING AREAS

PLANNING AREAS

1. Planning, Coordination and Collaboration (Perkins IV Citation: Section 134 (b) (5))
2. Size, Scope and Quality (Perkins IV Citations: Section 134 (b)(6), Section 135 (b)(8))
3. Secondary Postsecondary Linkages (CPPOS) (Perkins IV Citations: Section 122 (c)(1)(A)(i)(ii)(iii)(iv), Section 134 (b)(3)(A), Section 135(b)(2))
4. Academic and Technical Integration (Perkins IV Citations: Section 134 (b)(3)(B), Section 135 (b)(1))
5. Initiate, Improve, Modernize and Expand Career and Technical Education Programs including Adding Relevant Technology (Perkins IV Citation: Section 135 (b)(4), (6) & (7))
6. All Aspects of the Industry (Perkins IV Citations: Section 134 (b)(3)(C), Section 135 (b)(3))
7. Special Populations. (Perkins IV Citations: Section 3, Section 113, Section 134 (b) (2), Section 134 (b) (8), Section 134 (b) (9), Section 134 (b)(10), Section 135 (b) (9))
8. Career and Academic Counseling (Perkins IV Citation: Section 134 (b)(11))
9. Recruitment and Retention of Faculty, Career Guidance and Academic Counselors (Perkins IV Citations: Section 134 (b)(12), Section 135 (5)(B))
10. Rigorous and Challenging Courses (Perkins IV Citation: Section 134 (b)(3)(D)(E))
11. Professional Development (Perkins IV Citations: Section 134 (b)(4), Section 135 (b)(5))
12. Consortium/College Five-Year Goals
13. Core Indicators of Performance (Perkins IV Citations: Section 134 (b)(4), Section 135 (b)(5))

ATTACHMENT F:
PLANNED INITIATIVES FORMAT/EXAMPLE

PLANNED INITIATIVES FORMAT EXAMPLE

Planning Area 1, Planning, Coordination, and Collaboration, Year One

Work Completed; no further initiatives planned.

Planning Area 2, Size, Scope, and Quality, Year Two

Initiative 1: Improve support services for students with disabilities. Evidence suggests that students with disabilities are not receiving needed support services. Their likelihood of completing programs is lower than the rest of the student population, as well as lower than the special population groups. Disability services staff have also been highlighting chronic complaints mentioned in the alumni follow-up surveys.

Initiative 2: Improve strategies to help students in nontraditional programs overcome barriers to program completion. In the monitoring visit in January 2008, OVAE staff noted how expenditures on nontraditional programs do not seem to bring much benefit, considering funding levels of recent years. Staff report cases where students in nontraditional programs drop out early in the sequence of program courses. Programs with weakest performance on Nontraditional Program Completion (5P2) will be identified; Teams at each college will contact and interview recent program dropouts to identify barriers that inhibit program completion; Targeted strategies will be developed for each college; early implementation of the strategies will begin before the end of Year Two.

Planning Area 3, Secondary Postsecondary Linkages, Year Two:

Initiative: Form statewide program advisory committee that includes secondary and postsecondary representatives. Statewide program advisory committees do not yet exist, but some program areas are close and will be targeted for piloting such advisory committees. During Year Two, two programs—Early Childhood Education and Automotive—will be targeted. Tech Prep staff will take the lead in forming the committees in both areas. At the end of the year, an institute will be convened to lay the groundwork for expanding the number of such statewide committees.

ATTACHMENT G:
CAREER PATHWAY PLAN OF STUDY FORM
(CPPOS)

This Career Pathway Plan of Study can serve as a guide. Courses listed within this plan are only recommended coursework and should be individualized to meet your educational and career goals.

High School: _____ **Program:** _____ **College:** _____ **Program:** _____

Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

Bold – College Entrance Requirement
Black – High School Requirement

Bold & Underlined – Articulated Credit
Italic – Imbedded Academic Core Credit

BOLD, UNDERLINED & ALL CAPITALS -
Transcripted Dual Enrollment Credit

[illegible]

ATTACHMENT H:
INITIATIVES AND DETAILED BUDGET
FORMAT/EXAMPLE

INITIATIVES AND DETAILED BUDGET FORMAT EXAMPLE

Planning Area 2: Size, Scope, and Quality

Initiative #1: Improve Support Services for Students with Disabilities

Programs Affected: (provide either CIP Codes, or indicate “All Programs Affected”)

Specific Activities

- Research to identify where supports are weak or absent: interviews of students with disabilities—currently enrolled, program “dropouts,” and alumni; analysis of performance on indicators related to program completion (1P1, 2P1); and focus groups among student support staff.
- Day long, facilitated workshop among student support staff to review research findings and formulate strategies for improved supports, particularly for retention in programs and program completion;
- Professional development in student support services appropriate to improvement strategies.

Detail Budget

Function Code	Object Code	Description	Federal Funds	Consortium Funds
2222	111	Workshop facilitators	\$1500.00	\$0.00
1111	222	Workshop facility	\$0	\$250.00
3333	444	Training in appropriate methods of supporting students with disabilities	\$500.00	\$500.00

Budget Notes:

1. Two facilitators @ \$75.00/day
2. XX Hotel function room rental, @ \$250.00/day.
3. Four vendors for training in support services, @ 125.00/day.

ATTACHMENT I:
BUDGET SUMMARY
FORMAT/EXAMPLE

Budget Narrative: Perkins (Academic Year 09-10)							
A. Program Support							
Materials and Equipment: Funds are requested to provide programs and program support for special populations, students and potential students pursuing career and technical fields non-traditional for their gender and students in need of learning support services.							
Activity No	College		Func	Obj	Description	Amt.	Subtotal
1							
2							
					Total, Program Support (A)		
B. Targeted Program Improvement							
Equipment - Funds are requested for program improvements identified by each of the colleges. All requested equipment targets specific program evaluations and subsequent improvements.							
Activity No.	College		Func	Obj	Description	Amount	SubTotal
					Total, Targeted Program Improvement (B)		
Activity No.	College		Func	Obj	Description	Amount	SubTotal
					Total, Library Improvements (I)		
J. Indirect Costs							
Activity No.	College		Func	Obj	Description	Amount	SubTotal
		40	5210	930	Indirect Costs		
					Total, Indirect Costs (J)		
					GRAND TOTAL:		
Budget Summary							
A. Program Support							
B. Targeted Program Improvement, Equipment							
J. Indirect Costs							
					Total		

ATTACHMENT J:
PERKINS IV, SECTION 135

SEC. 135. LOCAL USES OF FUNDS

(a) **GENERAL AUTHORITY.**—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

(b) **REQUIREMENTS FOR USES OF FUNDS.**—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

(B) career and technical education subjects;

(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

(3) provide students with strong experience in and understanding of all aspects of an industry, which may include workbased learning experiences;

(4) develop, improve, or expand the use of technology in career and technical education, which may include—

(A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;

(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or

(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including

(A) in-service and preservice training on 20 USC 2355.

(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;

(ii) effective teaching skills based on research that includes promising practices;

(iii) effective practices to improve parental and community involvement; and

(iv) effective use of scientifically based research and data to improve instruction;

(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to

- ensure that such teachers and personnel stay current with all aspects of an industry;
- (C) internship programs that provide relevant business experience; and
- (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
- (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- (8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
- (c) PERMISSIVE.—Funds made available to an eligible recipient under this title may be used—
 - (1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
 - (2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—
 - (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
 - (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
 - (3) for local education and business (including small business) partnerships, including for—
 - (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
 - (B) adjunct faculty arrangements for qualified industry professionals; and
 - (C) industry experience for teachers and faculty;
 - (4) to provide programs for special populations;
 - (5) to assist career and technical student organizations;
 - (6) for mentoring and support services;
 - (7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
 - (8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
 - (9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

- (10) to develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including—
- (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - (B) postsecondary dual and concurrent enrollment programs;
 - (C) academic and financial aid counseling for subbaccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
 - (D) other initiatives—
 - (i) to encourage the pursuit of a baccalaureate degree; and
 - (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
- (11) to provide activities to support entrepreneurship education and training;
- (12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
- (13) to develop and support small, personalized career-themed learning communities;
- (14) to provide support for family and consumer sciences programs;
- (15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
- (16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);
- (17) to support training and activities (such as mentoring and outreach) in non-traditional fields;
- (18) to provide support for training programs in automotive technologies;
- (19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—
- (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
 - (B) establishing, enhancing, or supporting systems for—
 - (i) accountability data collection under this Act; or
 - (ii) reporting data under this Act;
 - (C) implementing career and technical programs of study described in section 122(c)(1)(A); or
 - (D) implementing technical assessments; and
- (20) to support other career and technical education activities that are consistent with the purpose of this Act.

(d) ADMINISTRATIVE COSTS.—Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

ATTACHMENT K:
APPLICATION CHECKLIST

APPLICATION CHECKLIST

Postsecondary Applicant: _____

Reviewer/State Liaison: _____ **Date:** _____

Approval Status:

- | | |
|--|----------------------------|
| <input type="checkbox"/> Fully Approved
<input type="checkbox"/> Substantially Approved
<input type="checkbox"/> Not approved, see notes | Date: _____
Date: _____ |
|--|----------------------------|

Applicant instructions: Please use the right-hand column of the chart below to inform reviewers where in your AY 2010-11 application they can find the required contents listed in the middle column. Please leave the left-hand column blank, as it is reserved for reviewers' use. Also, feel free to use this checklist as a tool to determine if your submittal is complete. **If any boldfaced item is missing or not satisfactorily addressed, including items that are boldfaced in the attached Form 1 Checklist, the application will not be approved.**

Reviewer instructions: Place a check in the left column if the requirement has been met. The middle column describes the required content of the application. The right-hand column asks applicants to give a page reference to the AY 2010-11 application.

Requirement Met?	Required Content	Page(s)
_____	<u>Cover Page:</u> Is the Applicant Name provided? Is the Cover Sheet: <div style="text-align: center;"> Signed by Chief Administrative Officer? Dated? </div> Is the contact information of Project Manager complete? (See Attachment A)	_____
_____	<u>Nondiscrimination Statement:</u> Is the text inclusive of all federal and state laws, as well as consortium members' individual policies, including the name, address, and phone number of appropriate contact personnel? (See Attachment B)	_____

Requirement Met?	Required Content	Page(s)
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>Certifications and Assurances:</u></p> <p><i>Certificate of Responsibility:</i></p> <p>Is the typed name and title of Chief Administrative Officer entered at top of the Certificate?</p> <p>Is the name of the institution/consortium entered at top of the Certificate?</p> <p>Is the original signature of the Chief Administrative Official at bottom the same person listed at the top of the Certificate?</p> <p><i>Certificate of Institutional Advisory Committee:</i></p> <p>Is the Chief Administrative Officer/Consortium Chair identified at top of the certificate the same as the signatory?</p> <p>Is the Certificate signed by the Chief Administrative Officer/Consortium Chair?</p> <p>(See Attachment C)</p>	<p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>Active and Eligible Programs:</u></p> <p>Are the programs listed actually eligible to receive Perkins funds?</p> <p>Are any eligible programs missing?</p> <p>Does each eligible program have a corresponding CIP code?</p> <p>Have the two technical degree programs that will be aligned been identified?</p> <p>Are two copies of Course Catalogues from all consortium institutions provided?</p> <p>(See Attachment D)</p>	<p>_____</p>

Requirement Met?	Required Content	Page(s)
FY 2010-11 PLAN		
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>Planned Initiatives:</u></p> <p>Has each planning area been addressed?</p> <p>Are initiative(s) included under each planning area?</p> <p>Is a rationale for each initiative included?</p> <p>Are there activities described?</p> <p>If a planning area has no initiatives, is there an explanation as to why?</p> <p>(See Attachments E and F)</p>	<p>_____</p>
<p>_____</p>	<p><u>Initiatives and Detailed Budget:</u></p> <p>Is the Initiatives and Detailed Budget form completely and accurately filled out (see page 4) including drawing a clear link between the initiative(s) and uses of funds? (The reviewer can attach additional notes as necessary.)</p> <p>(See Attachment H)</p>	<p>_____</p>
<p>_____</p> <p>_____</p>	<p><u>Budget Summary:</u></p> <p>Is a Budget Summary included?</p> <p>Do the function and object codes and dollar amounts in the Budget Summary align with the detail of proposed budget on the OBM Form 1?</p> <p>(See Attachment I)</p>	<p>_____</p>
OBM FORM 1 AND BUDGET DOCUMENTS		
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Is the Project Start Date August 16,2010?</p> <p>Is the Project End Date August 15, 2011?</p> <p>Are line items identified by proper object codes?</p> <p>Are line items identified by proper function codes?</p> <p>Are Administrative Expenditures (including Indirect Costs) limited to no more than 5%?</p> <p>Is there a logical relationship between the specific activities in each initiative and the detail budget?</p> <p>Are any of the boldfaced items on the attached Form 1 Checklist missing or incorrect?</p>	<p>_____</p>

Form 1 Checklist – AY 2010-11
Postsecondary

Please use the following checklist to ensure an accurate and complete Form 1. When an item has been completed, place a check mark in the column with a “Y” at the top. If an item is not applicable, place a check mark in the “n/a” (not applicable) column, with comments in the right hand column.

Form 1 item	Y	n/a	Comments
Original Form 1 has been submitted (either double sided or multiple single-sided sheets), with an original signature of the chief administrative officer or person legally authorized by the consortium.			
Original Form 1 submitted is the most current version (September 2005)			
Project manager information is complete			
Financial contact information is complete			
“Fiscal agent – make checks payable to” is identified as “Treasurer – State of New Hampshire.”			
Indirect cost rate does not exceed the approved FY 09-10 rate for the Community College System of New Hampshire.			
Indirect cost amount is equal to or less than the maximum amount allowable for the allocation			
Indirect cost function and object code is 5220 930			
Budget summary figures (top of budget page) are equal to the sum of the figures in the detail of budget that have a function and object code in that same category (e.g., 1000 200, 2000 400, etc.)			
Budget summary figures in each column add up to total figure in each column			
Budget summary figures in each row add up to the figure in the "Total" column			
Budget summary figures in "Total" column add up to the total budget figure			
Items in detail of budget add up to total budget figure, which is equal to or less than the allocation amount			
If audit fee line item is listed under the Detail of Proposed Budget, the indirect cost amount excludes audit fees			
Signed general assurances for FY 09-10 have been submitted to the Department of Education, Office of Audit and Technical Assistance.			

Attached Documents:

Please check below whether the following items were included as attachments to the application.

- _____ Completed AY 2010-11 Application Checklist and Form 1 Checklist
- _____ Institutional Advisory Committee membership list
- _____ Minutes of the meetings of the Institutional Advisory Committee
- _____ Minutes of 2009-10 Equity Committee meetings